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ABSTRACT

These proceedings consist of a summary of the presentations, recommendations, and outcomes of a conference held to assist minority women and men and nonminority women achieve leadership positions in Wisconsin's vocational, technical, and adult education (VTAE) system. Following a brief introduction and copy of the conference agenda, summaries are provided of the following presentations: "Knowledge is Power: Critical Information Every Aspiring Leader Should Know," by Dr. Frank Samuels; "Critical Administrative Skills--What Are They? How Do You Gain and Demonstrate Them?," by Elizabeth Rosandick; "Social/Role Dynamics of Leadership," by Eloise Anderson-Addison; "Identifying and Overcoming Barriers Created by Racism and Sexism," by Helen Barnhill; "Leadership Opportunities in VTAE," by Christine Nickel; and "Racial and Sexual Harassment," by Richard Harris, et al. Barriers to upward mobility in the VTAE system (in areas such as current job status, self-image, current skills, local affirmative action procedures, training opportunities, and hiring practices) are identified, and recommendations are made for removing these barriers by actions on the individual, district, and state levels. A tabulation of conference participant evaluations of the conference concludes the proceedings. (MN)

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"Breakthrough" 1981 Eight Months Later

A summary of the presentations, recommendations, and outcomes of the 1981 Breakthrough Conference, to assist minority women and men and nonminority women achieve leadership positions in Wisconsin's Vocational, Technical and Adult Education System.

JANUARY 1982

Wisconsin Board of Vocational, Technical and Adult Education

State Director
ROBERT P. SORENSEN, Ph.D.

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INTRODUCTION

"Breakthrough, 1981" emerged from the stark realization that minority women and men, and nonminority women face significant personal and systemic barriers which keep them from achieving leadership positions in Wisconsin's Vocational, Technical and Adult Education system.

This conference, the first of its kind in the system, identified these barriers and recommended steps which individuals, local VTAE districts and the State Board of VTAE can take to break through the barriers. The presentations and the participants' personal experiences are the basis of these recommendations which came out of the conference (see pp. 28). Six months later, four of the recommendations for State Board action have received the support of State Director, Dr. Robert Sorensen and are in the beginning stages of implementation. We are developing a statewide program which "grooms" women and minorities for leadership positions. Dr. Sorensen is appointing an ad hoc committee to lay the groundwork for a Standing Committee on Minorities, Women and Handicapped Persons in the VTAE System. Plans are underway for a major presentation to the district directors on "Breakthrough" recommendations, and "Breakthrough, 1982" has been scheduled for March 2-3, 1982.

We also know that more women and minorities have been appointed to district and state committees and task forces, a key factor in gaining upward mobility, and that District Four (Madison) has initiated a monthly affirmative action newsletter.

We encourage those of you who read this publication to use it as a tool for yourself and your district to continue efforts to break through the barriers.

BREAKTHROUGH I - Agenda

Goals

As a result of this conference, participants will:

1. Generate a list of problems and recommendations relative to leadership opportunities in the VTAE system and submit to the State and District Boards for implementation.

2. Develop individual action plans for achieving leadership positions in vocational education.

Objectives

1. To provide information on how to become effective leaders/administrators.

2. To provide information on racism and sexism as they relate to leadership opportunities in vocational education.

3. To enable participants to generate a list of strategies which need to be undertaken by individuals, districts, and the State Board to increase the number of minority women and men and nonminority women in leadership positions in vocational education.

Tuesday, May 5, 1981

12:00 - 1:00 p.m. - Registration

1:00 - 1:45 p.m. - Welcome
Darl Drummond, State Affirmative Action Officer, WBVTAE
Mary Thompson, State Coordinator for Sex Equity, WBVTAE

Opening Remarks
Dr. Robert P. Sorensen, State Director, WBVTAE

1:45 - 2:20 p.m. - Leadership Opportunities in Vocational Education: Participant Disucssion of Needs, Concerns, Issues

2:20 - 2:30 p.m. - Break

2:30 - 4:00 p.m. - Panel Presentation: "Making the Transition into Leadership Positions"

A. Knowledge is Power-Critical Information Every Aspiring Leader Should Know
Dr. Frank Samuels, Dean, General Education, Milwaukee Area VTAE

B. Critical Administrative Skills - What Are They? How Do You Gain and Demonstrate Them?
Elizabeth Rosandick, Administrator, Community Services, Mid-State VTAE

C. Social/Role Dynamics of Leadership Positions
Eloise Anderson-Addison, Chief, Intergovernmental Personnel Programs, Wisconsin Department of Employee Relations; Member, Wisconsin Advisory Council on Vocational Education

5:30 - 6:00 p.m. - Social Hour (Cash Bar)

6:00 - 8:00 p.m. - Dinner
Keynote Speaker: Jean Hansen, Director
Pine to Prairie Cooperative Center, Minnesota
President, American Vocational Association

Wednesday, May 6, 1981

8:00 - 8:30 a.m. - Rolls and Coffee

8:30 - 9:00 a.m. - Review and Analysis of Previous Day's Outcomes

9:00 - 10:00 a.m. - Identifying and Overcoming Barriers Created by Racism and Sexism
Presenter: Helen I. Barnhill, President
Barnhill-Hayes, Inc.
Management Consultants

10:00 - 10:15 a.m. - Break

10:15 - 11:45 a.m. - Small Group Discussions to Generate Recommendations for Action
Facilitators:
Anne Bauer, Allied-Health Occupations Supervisor, VTAE District One
Frederick Birts, Outreach Services Administrator, VTAE District Four
Maria Hernandez, Executive Secretary, Wisconsin Education Advisory Council
Taft Benson, Financial Aids Coordinator, Milwaukee Area VTAE

11:45 - 1:00 p.m. - Lunch
Summary of Recommendations

1:00 - 2:15 p.m. - Workshops (Choose One)

What Are the Leadership Opportunities in Vocational Education? How Do I Prepare for Them?
Christine Nickel, Director, Bureau of Program Accountability, WBVTAE

What Is Political Savvy? How Do I Develop It?
Jean DiMotto, Board Member, Milwaukee Area VTAE, Assistant Professor of Nursing, Marquette University

Racial and Sexual Harrassment
Richard Harris, Affirmative Action Officer, VTAE District Four
Claudine Roehmann, State of Wisconsin Director of Affirmative Action

2:15 - 2:20 p.m. - Break

2:20 - 3:15 p.m. - Individual Action Planning Session

3:15 - 3:45 p.m. - Closing Remarks and Evaluation

SUMMARY*

OF

PRESENTATIONS

*Presentations have been edited; what follows is a summary of the key points and issues.

WELCOME AND OPENING REMARKS

Dr. Robert P. Sorensen, State Director
Wisconsin Board of Vocational, Technical and Adult Education

Things are changing in the Wisconsin VTAE system. There are board members, both at the state and local level that are getting serious about their jobs. They are getting serious because of the governance problems and because of the fiscal restraints that we are facing in the next few years.

Mary has said that I've had a commitment to providing leadership opportunities to minorities and non-minority women who, I've felt, have not had the opportunity to move up. I think I had that commitment as a local director, also.

We've got problems in our system. If you look at the state staff, we have very few minorities or women. At the top of my staff, the only woman is Chris Nickel who is a bureau director -- the first. I have an administrative assistant who is a woman, but this is not a top administrative post. At the district level -- there are no district directors who are minorities or women. At the assistant district director level there is Elizabeth Rosandick. Vocational education has problems which carry over into the administration of the system. There are no easy solutions, but sex-equity was built into the law to help us overcome them.

I asked Darl for some statistics on what we've done since April, 1979, when I became Director. She tells me that we have had 53 opportunities to hire since then; project people, LTE's or permanent positions. She reports that we have hired 26 minorities or women. They include a female auditor, an MIS supervisor, and our new agency personnel director is a black male. Twenty-six out of 53 is a little better than I thought we were doing, but we've got a long way to go.

I am attempting to carry out my commitment to eliminate barriers to the upward mobility to the degree I can, but I'm a realist. Without the ability to hire and expand staff, I'm going to be limited in what I can do. I am curently losing positions in the agency. So...we have a commitment, but how fast we can move in the next few years is a question.

As you people from the districts know, we have a partnership operation. I have been reminded of that vividly in the last few weeks as we move through legislation on governance; the districts are reminding me loud and clear that this is a local system and the state should keep its hands off. We've tried to do that; I don't have the kind of leadership role that would allow me to go to the campuses and say "we're going to move in this direction." I <u>can</u> go in and stroke the director and the board

and encourage them to move in a certain direction. For example: At Mid-State I'm trying hard to put before them a female or minority for their board. There is a female on the list who is not certified (I can't identify a minority person) and I want to talk to Chris to see if we can get this person certified provisionally. That's the kind of thing I can do, but the decision is a local board one.

There are other kinds of things. I'm hoping to find out some here. One thing I've talked to Darl, Mary and others about a mentorship program.. I became involved in such a program this year. This means taking an individual into your operation and putting them down beside you, not as an intern who does research, but as one who is going to learn how you operate from the inside, for an extended period of time, six months or a year, ideally. You sit down with that individual at the beginning of the day and say "Now here's what I'm doing today...I'm going to approach this particular problem...Here's a little game I'm going to play here," and so on. And then at the end of the day you sit down and analyze that. "Here's where I tried to do it this way; I shifted in mid-stream and here's why I shifted...Here's where I failed today," etc. As the mentorship goes into a second and third month, you will find that person evaluating how the boss handled it. That's an excellent exchange. I tried it this year with Julie Stafford who had a Bush Fellowship. She came for four months. She followed me around and about the third week, the Milwaukee situation broke. Julie had an experience like she'll probably never have again. She has written an article about it which will appear in the Vocational Educator. My goal would be to get some mentors into the system, but I need money to do this. I have challenged Darl and Mary to try to find some money for this. I think that some of the big foundations would be interested in such a unique approach to moving people up in the organization. If I had money for it, I could walk into a district director's office and offer him the opportunity for a mentorship for a year, and he'd accept it. If you're hoping to move people into top level positions fast, they're going to face frustration and failure, if they don't have some experience along the way. I had the opportunity of coming up through the system as a high school teacher, teacher of compulsory education, an instructor in technology, on up to a coordinator, an adult educator, an assistant director and then director, with experience in developing a district, building schools, losing referenda, etc.; that's valuable experience. There's money for mentorships out there and I challenge you to go out and get it.

Ancther thing I tried to do at the state level, that was successful for me at the district level, was to develop a personnel committee, to educate the personnel director into some sound affirmative action goals, as well as strengthen that person on negotiations. It did not work well initially at the state level, but I'm going to try again. It provides education among the top administrative people.

You ask, "What are your perceptions relative to critical skills, knowledge and experience which are needed for upward advancement?" Social aptitude is important; how do they get along with people, can they interact? Are they outgoing, but not too much so? Do they have the ability to bring people together; to use group dynamics, if you will. Another necessary skill is the ability to identify problems and try to solve them.

I would like to share my perceptions of challenges to be dealt with by minorities and women as they pursue upward advancement.

I'm not sure of my perceptions of those challenges. I think they're more understandable by you than by me. I will leave you with a challenge, though. I think all of you ought to sit down while you're here, and come up with an individual action plan. It must include what your goals are, leave opportunities -- have you ever considered offering to serve an apprenticeship for a year at half salary? Would that provide you with experience you wouldn't otherwise get; experience which would help you accomplish your goals? Consider some things of that sort. Under our partnership with the districts, I can't force them to hire anyone -- I need your help.

KNOWLEDGE IS POWER
--- CRITICAL INFORMATION EVERY ASPIRING LEADER SHOULD KNOW ---

Dr. Frank Samuels, Dean, General Education
Milwaukee Area VTAE District

Introduction

Any discussion of the mobility of women and minorities within the VTAE system must recognize that the upper rungs of the administrative ladder are relatively closed; within the 16 districts, no women or minorities are represented among the directors or assistant directors. There is representation at the dean, associate dean and chairperson level, but primarily in the traditional areas of general education, home economics and nursing. We must also recognize that there are certain structural and societal factors which mitigate against any radical change of the existing situation. Because of tight budgets and enrollment decline, few systems are expanding in terms of new positions. Retrenchments, red-circling and consolidation of positions seem to be the order of the day. More profound is the fact that the executive branch has signalled the intention to be less enthusiastic in its pursuit of affirmative action. In fact, legislative hearings are scheduled that seem to be aimed at the dismantling of the enforcement and regulatory apparatus of anti-discrimination and affirmative action laws.

These givens mean that those who wish to survive the system and achieve a measure of upward mobility or the realization of their career goals must push with a sense of direction and often times with extra-ordinary persistence.

Institutional Data

Every aspiring leader must have a working knowledge of the organization's structure and processes. This knowledge should encompass both the contemporary and historical perspectives. Some institutions have written histories, but an excellent source for this type of information is previous self studies prepared for system-wide institutional evaluation. These provide a compendium of critical issues facing the institution and how it plans to address them. One should also read the evaluation team's report as well as the school's response. These three documents should be mined for issues, problems and suggested strategies for solutions.

The emerging shape of the institution can be determined through a review of the institution's Master Plan. Institutional priorities can be determined through a review of the budget, an excellent index of institutional commitment. Similarly, the annual audit report provides insight into accountability and institutional functioning.

An aspiring leader must be aware of the prevailing ethos of the policy-making body; reading board minutes and attending board meetings periodically will reveal those issues deemed critical by the board as well as the dynamics of interaction within the board and with the administration. The Affirmative Action Plan, as well as the State's evaluation of it, should be given careful scrutiny to determine whether it is being translated into an affirmative action program. The HEGIS Report, which gives enrollment and graduation rates of women and minorities across the occupational areas, should also be examined. An aspiring leader would want to know if the institution's educational resources are properly targeted in terms of these populations.

External Issues

Educational journals present issues with both present and future relevance for the institution. Equally important sources of information on external issues are state, regional and national meetings. An aspiring leader should also know affirmative action and anti-discrimination statutes as well as recent court decisions in the personnel area.

Identification of Institutional Sources of Power

An aspiring leader must be able to identify and assess the formal and informal bases of power within the institution. Some people are powerful because of the office they hold, others because of the force of their personality or the connections they have within the system and others because of the knowledge they have which could be either constructive or destructive.

There are two ways of assessing the axis of power within the institution; one is formal the other informal. The informal method involves locating a key informant within the institution. Formally, the organizational chart outlines the power relationships within the institution. Those closer to the top are powerful as well as those supervising key sectors of the organization. Those persons who are visible, recognized and known are powerful. Their contributions are obvious so that it is possible to single them out as individuals responsible for contributing to the life of the institution. These individual's names appear on varieties of in-house materials, they are asked to serve on important committees and also serve as institutional representatives. In contrast to the above, there are the powerless who may even be located high on the organizational chart. They have the following characteristics:

1. Lack of institutional recognition;

2. They may have knowledge, but they are not taken seriously;

3. They are not involved in key decision-making procedures;

4. Their line of authority is constantly breeched;

5. They are the butt of institutional jokes and gossips.

How to Utilize Institutional Information

In order to utilize the foregoing information to achieve our career goals, we must understand that individuals face different opportunity structures. Variations in opportunity may include differences in starting points, in levels or ceilings for advancement, in systematic barriers to advancement and in the spacing of opportunities for advancement. However, regardless of one's location within the structure, within very broad flexible limits, one should develop a career path with attainable steps. This allows for anticipation and preparation for each succeeding step. Within each step, one should also be engaged in developmental activities related to a mastery of job-related skills. Information, including minimum qualifications, regarding positions on your career chain can be obtained from current job descriptions or a monitoring of job postings. One should always be prepared for the next step in terms of experience, credentials and certification requirements. The aspiring leader should select those jobs that have growth prospects. However, no matter what the frustrations or the unhappiness with our present position, we must continue to perform well if we are to move to the next step. We must discard the notion that we will be advanced or selected because we are minorities and women. Advancement will occur because we are as qualified or better qualified than the other applicants. It is also a losing expectation that someone will do something for us. We must help ourselves through positive career action. It is noteworthy that the fewest barriers are perceived by minorities and women in those institutions that still have expanding growth patterns or were developing new management policies and practices such as staff development, career path clarification and performance appraisals.

As an aspiring leader, one must obtain visibility within the institution. Service on institutional committees is critical and provides an excellent forum for displaying your writing, verbal and analytical skills. Writing proposals and position papers that address critical institutional issues also provide proof of concern and skill. The sin of facelessness is fatal to the aspiring leader.

Membership in professional associations as well as attendance at state, regional and national professional meetings are worthwhile investments of time and effort. I have mentioned elsewhere that these meetings, in addition to providing excellent sources of information, are also critical for establishing networks. One should also try, whenever possible, to stand for office in these

organizations. These offices serve as a source of prestige and provide endorsement for others. Similarly, minorities and women should also attempt to get elected or appointed to outside boards and committees as these provide for positive institutional recognition.

Minorities and women must also try to make use of white male dominated networks, whether personal, alumni or professional. These contacts cannot be overlooked because they have access to greater resources and power. Membership in these groups is often a prerequisite to becoming part of the team. It is common knowledge that more information flows and more decisions are made at lunches and on the golf course and tennis court than anywhere else.

Networks, Sponsors and Mentors

Networking, sponsoring and mentoring are critical mechanisms which cradle those who have made it and who are in positions to assist those who are still on the path. Mentoring is a kind of informal apprenticeship which allows us to utilize others as models and to benfit from their support, reinforcement and experience. Sponsors allow us to benefit from the power and influence of others. Every aspiring leader at some time will need someone to speak in their behalf and to clear the path of impediments, especially when these impediments are unjust. Networking refers to an ever-widening circle of acquaintances and contacts. Most people who are successful have a wide range of contacts with senior people as mentors and sponsors.

Finally, we must also realize that opportunity is defined only partly in terms of advancement. Opportunity also involves challenges and increases in influence, skill and renumeration. There are certain "rules of the game" that we must adhere to in order to get access. We must assess the institutional situation and decide whether we can join the struggle on those terms without doing violence to our personal values and integrity. If we do join, we must always attempt to balance personal goals against institutional missions and objectives.

The road to success is never easy, but if you get there, it will be well worth your efforts. I wish you well in your attempt.

CRITICAL ADMINISTRATIVE SKILLS -- WHAT ARE THEY? HOW DO YOU GAIN AND DEMONSTRATE THEM?

Elizabeth Rosandick, Administrator
Community Services
Mid-State VTAE District

I agree with the American Management Association that "managers are made, not born," and that management skills can be learned. You may be a good manager now, but you can learn to be a better one!

Probably the initial critical administrative skill is to establish your credibility as a manager with knowledge based on experience rather than theory. A familiarity with the system, its history, mission, evolution and operational aspects is essential.

Closely aligned with the process of establishing credibility is the need to recognize that people's values influence their perceptions -- of you as a person as well as a co-worker. A film by Dr. Morris Massey of the University of Colorado at Boulder "What You Are (Now) is Where You Were When..." presents the theory that you were "value programmed" by family, friends, your religion, schools, the media, music, your geographical location and income by the time you were ten years old.

To understand the attitudes of many top administrators in industry and education towards women or minority persons in non-traditional, i.e., administrative jobs, look at their ages - often they are in their 50's or 60's. They were "value programmed" in the 1920's and 1930's to believe that women's place was in the home. Despite much experience to the contrary, beginning during World War II, their value system still believes in that role for women.

After you establish credibility, you must get their attention. It may not be that you're being "put down" or deliberately ignored, but since the female viewpoint may be devalued and disregarded as a rule, you have to learn not to stop believing in yourself and your intellectual ability. Your ideas are just as valid - and your time as valuable as anyone's.

A recent article titled "Are Women Their Own Worst Enemies?" makes the point that we must learn to recognize the damage social conditioning has done to women's - or minorities' -- self-esteem. Many women are not fully aware of the extent to which they have bought the age-old notion that women are somehow lesser

than men. There is a programmed female lack of confidence - in themselves and in women as a group. Or both. Some have bought society's low expectations for women in general, but not for themselves. That's what I call the "queen bee" syndrome. Result: These women are uncomfortable with the idea of a woman boss other than themselves, and they are not anxious to sponsor or promote another woman in their organizations. They are afraid of being tarred with the brush of female incompetence.

Some basic administrative or management skills which work for me:

Learn to delegate - You can't do it all yourself - not and do it effectively. Take advantage of the skills and knowledge your subordinates and co-workers possess. When you come through the organization it takes time to wean yourself away from your former job.

The managerial function is concerned with people primarily and outcomes secondarily, although it is possible to have both concern for people and positive outcomes. You work with and through people, without manipulating people for best results. Utilize others' ideas and give them credit "for a good job well done." Effective managers continually look for opportunities to praise and compliment subordinates.

Time management is important and can be learned. As public servants, we're at the mercy of the telephone and the drop-in visitor, but organize your time as much as possible. "Handle a piece of paper once" is the best advice.

Learn to communicate effectively - whether orally or in writing, face-to-face or on the telephone, communication is a #1 priority. In communications, you usually believe that others are receiving the message you're sending, but there are misinterpretations and the message sent is not always the same as the one received.

Be willing to make decisions - You can't make the right decision 100% of the time, but fear of making the wrong decision is no excuse for refusing to make any decision. If it's not your decision to make, say so. Many decisions require some investigation and deliberation; ill-considered or often-changed decisions will eventually be questioned by superiors and subordinates alike. If you've made a wrong decision, admit it; co-workers will appreciate your honesty. It's tough to work with somebody who's never wrong! Administrative decisions may prove to be unpopular, but you must remember that "administration is not a popularity contest." Leadership is often a question of time -- you may make the right decision at the wrong time, or vice-versa, but leadership is the ability to make the right decision at the right time.

Be willing to work hard and learn - An administrative job is not usually a 9 to 5 job. This may imply management techniques of a different sort - making sure things get done while you're gone.

New challenges is the name of the game in administration, so whether it means learning the why's and wherefore's of the newest legislation, the contents of the current State Policy and Procedures Manual update, or memorizing the fine points of three labor contracts you help administer, administration is a constant learning process.

Be flexible and be willing to compromise. A good administrator will realize that his or her particular interests or leanings must sometimes be subjugated to the mission of the system, the philosophy of the district, and the direction established by the district board and district director. There are ways to compromise which don't destroy your principles.

Have a sense of humor and if you don"t have one, develop one! You have to learn to laugh with others and occasionally at yourself. What appears to be a major crisis one day can be hilarious the next.

Know what your goals are is the final administrative skill I'd like to recommend to you, and this isn't easy - only one person can be president at a time! Know where you want to go and what you plan to do when you get there. It's my philosophy that you have to like to go to work in the morning, so if at a certain level you're happy with your job and feel you do it well, the "top" may not be all that attractive. You might ask yourself: Do you need it? Do you want it? What will you do with it if you get it?

I understand Dr. Massey has completed a new film which I haven't seen yet called "What You Are Isn't Necessarily What You Will Be..." And what we "will be" depends to a great extent on us!

SOCIAL/ROLE DYNAMICS OF LEADERSHIP

Eloise Anderson-Addison, Chief
Intergovernmental Personnel Programs
Wisconsin Department of Employee Relations

I. Opening

So you want to move into management? The questions that I feel must be asked by those who seek management positions are: "Do I want to advance in my field as a technician or do I want to establish a new career? Where is it that I am going? What will it take to get there, and what are the barriers?" . . . . .

I feel answering these questions is crucial. The answering of these questions will help you anticipate and solve many problems that arise as you move in, out, and through the work place. . . . .

1) A technician or a manager? This can be best answered by establishing long-range goals. What do you want to be doing 20 years from now? How much of that do you already have, and what do you need to do to get there? Develop a plan -- and break that plan out. . . . .

   Now one piece of advice, you have to spend some time dreaming about this plan. It's called "thinking on it".

2) Where are you trying to move? As a total person? Outside the job? What do you want? Take a look at who you are. Who you are is so important to the successful completion of your goals. What's a priority for you? What are you not willing to give up? Most things in life take trade-offs. Where is your bottom line? Where have you been . . . How did you get there? What were your barriers? How did you get over, around or through them? Look at your friends, acquaintances, family, everything about yourself . . . . .

3) What will it take to get you to where you want to go, this is what I call Affirmative Action Planning . . . . work it out in small action units.

4) What are the barriers? Your race, your sex, your language, your style, your voice, your weight, inability to speak to groups, writing skills, lack of assertiveness, not being able to look someone in the eye? Then do something about them. However, there are some things you can't do much about, such as your sex or race. But you must learn how to make them (sex/race) work for you not against you. . . . .

Now, you're ready for problems that arise as you are making your move from the technician to the manager. Create in yourself a direction so you can resolve conflict. You must look at what is going on around you. What kind of image are you projecting? What are the messages you give off? If someone believes you got the position because you were black or female -- so what? How does anyone get a position, because they have something over the particular skills, knowledges and abilities for the job that makes them valuable.

II. Peers, Subordinates, Friends

You have moved away from the group. Your relationships are different, the roles have changed. You must change with them. It doesn't mean that you don't feel the same about people. However, you must now relate to them from a different job-related perspective -- you must evaluate their work, their output, their performance. You must remove barriers, solve conflicts, and assist them in meeting their work-related goals. You also have another great responsibility, the achievement of the organization's goals. Not only are you working toward your own goals, but also the goals of the organization. You are a part of a team, the management.

Making the transition is hard, if you are making it with a supervisor who doesn't have the management skills . . . .

Establishment of goals in the workplace is extremely important, and establishing them in your personal environment is also extremely important.

KEYNOTE SPEAKER

Jean Hanson
President-Elect
American Vocational Association

First I want to clarify something. Everything I say applies to minority women and men and non-minority women. The topic we're looking at is the placement of non-traditional people in positions of leadership in vocational education which has been traditionally a white-male dominated system.

I want to talk about my experiences; you'll probably see some of yourselves there. When I asked about the composition of this conference, I was told that you come from many different positions within your system and have, perhaps, very different aspirations.

I graduated from college at break-neck speed, because I wanted to hurry up and get married like everyone else. I was 29, turning 30, finished my Master's degree, had bought a house and been teaching Home Economics for nine years. I sat down one day and decided that I had spent 20 years doing what my mother wanted me to do, and 10 doing what my husband wanted me to do, but I hadn't really done what I wanted to do. I started looking. My husband was not exactly delighted when I said I wanted to do different things. He said, "You have a good job for this community and you're making good money." And I said, "But I can't stand that Home Economics Department. If I have to count four forks for every drawer and so many measuring spoons and so many cups for the next 20 years, I'm going to go out of my mind.....We have one child in kindergarten, ...the baby is potty trained, I have an excellent sitter and I'm going to do something else."

Strangely enough, when we start to look for things, they start to come.

A job as a Vocational Center Director opened up. It was a part-time job at that time because there were only three districts involved. Someone from the State Department of Education called and asked if I'd be interested, and I applied. No one else who applied had any credentials. The superintendent said to me, "Jean, you're a good Home Economics teacher, but I really don't know if you can be a Director. Why don't you try it for a year and see if you can do it?" Honestly...that's how I got the job.

It was 1972 and it was a fabulous breakthrough. Two women directors for secondary centers were hired and that was really something!

That first fall, I went to two conferences, one for two weeks and one for five days. It was the first time I'd ever been away from my children for that length of time. It changed my life.

Since that time, I've had numerous offers, but have chosen to build a job where I am. Our Center has grown from the smallest to the largest in a rural area in the state. There are 13 districts, with four more possible.

What sort of reactions have I gotten as a District Director? When I attended my first Directors' meeting, a man came up to me and asked me what I was doing there. I said I was Jean Hanson and a new Director. "I don't think you belong here," he said. "I'm a male chauvinist and you can't know anything about vocational education."

I sat on a review committee for a directorship that had a female candidate. Several of the men on the committee said her background wasn't appropriate because it was Home Economics. At that point, the other woman on the committee and I needed a break. We went into the bathroom and agreed that Home Economics was as much a vocational field as T and I and they weren't going to get away with that. We came out and she was certified, but the process was a lot more stringent for her than the other male candidate.

I have boarded planes and had people say, "Oh, are you going to the city shopping?" Or, I'll enter a hotel or a meeting and someone will ask, "Does your husband let you go?" Or the one I haven't been able to figure out, "Oh my goodness, I thought you were lots bigger than that." Apparently, you can't be short and be in management. Mikes are generally not built for short persons. And, rooms are air-conditioned for suits, not dresses.

We have to find ways of dealing with resistance to women and minorities in leadership positions. I have seen some changes with our advisory committees; they are more accepting of non-traditional students and administrators. People in non-traditional positions in the system should become advocates for vocational education and not just advocates for equity. They must learn to do their job really well to gain the respect of their colleagues. That will help other people more than anything else.

We need to develop networks. Some of us have not done as good a job as we could helping each other. We should align ourselves with the strongest people we can find; those are the people from whom we will learn.

People who are preparing to move up need to develop credentials. Women have often taken years off for families and are behind in experience. People on the move need course work,

particularly in administration. After they've taken the necessary vocational education courses, they'll learn much from adopting industrial skills such as time management.

Professional organizations offer opportunities for developing new skills. Those skills and work experiences need to be organized into a well-written resume'.

Another need for those who want to move up is the willingness to take risks. Many teachers are afraid of risks; they have been protected by seniority and tenure. People in business take risks all the time. Sometimes you have to move down to learn a new skill, so you can later move up. People say to me, "I can't get administrative experience anywhere." But, if you are certified as a high school principal, with a specialist degree, you can get a principal's job almost anywhere in Minnesota. You can stand two years in "Podunk Center" if you really want administrative experience.

We need to work on our self-concept to become more assertive. We need to make choices about what we <u>really</u> want to do, and then give up what's necessary to get the credentials for it. If you have the added role of spouse/parent, it's difficult. You need to have a plan.

We need to think about mobility. Sometimes, the only way to move up is to move out and we need to face up to that. We discussed that at a recent national AVA conference for women in vocational administration. We also discussed, at that conference, the perception of women having low skills in budgeting and management, traditionally considered male skills. We must get those skills.

In closing, you <u>can</u> improve your present job, and you <u>can</u> move up. Remember, some people will be willing to help you. Ask for their help, have good credentials and skills -- and be ready to move.

IDENTIFYING AND OVERCOMING BARRIERS CREATED BY RACISM AND SEXISM

Helen Barnhill, President
Barnhill-Hayes, Inc.
Management Consultants

Racism and sexism are major contributors to the less than adequate socio-economic condition of minorities and women in our nation today. The task of eliminating racism and sexism is monumental because we've reached a point of polite acceptance of the more subtle nuances which in the long run are more devastating than the forthright bias and bigotry of the past. I hasten to add that many things have changed enormously over the years, and mostly for the better. We're still having trouble, however, getting a handle on the problems and finding solutions.

Darl asked me to speak from an employment perspective on barriers and how to overcome them. I was to discuss barriers created by racism and sexism in employment in general and educational institutions in particular. I don't think you need me to tell you about barriers. As for attitudinal barriers and how we can effectively deal with them...I wish I knew. The last question, "what are the steps to take to overcome the barriers identified?" Well, I want to share with you some of the things I've observed in the private and public sectors which may help us identify the barriers and move towards sensible solutions.

First, there is the misconception that if we hire more minorities and women into the organization, things will automatically get better. Not so. Most hiring, in any organization, is at entry level where the pay is low and decision-making authority non-existent. This continues to be the case for minorities and women. Besides, there aren't that many jobs available, so hiring cannot be the emphasis of an affirmative action program. We are going to have to work internally.

Another problem is the low success expectations for minorities and women among many in leadership positions; including some women and minorities who have been fortunate enough to obtain leadership positions. Partly due to low expectations and partly due to a misconception of the law, many employers are putting up with a standard of work from minorities and women that they would not accept for men, which is a disservice to all concerned. It also exposes the employer to the possibility of a race discrimination suit from white employees for allowing a double standard. In addition, it perpetuates sex and race stereotypes. We still, like it or not, carry the burden of representing all minorities and all women to those who believe the stereotypes.

A further problem is that there is little value placed on life experiences. We know that blacks were systematically excluded from the kind of education received by whites and that women were prohibited from obtaining the same kind of workplace experiences as men. But, the lack of those experiences/education keeps them from being considered for upper level jobs.

Our employment systems are not updated. On the one hand, we're protected, while on the other we have lost flexibility and creativity.

There are those who feel that labor unions have been the protectors of minorities and women. Just let me say that when I worked in state government, every time we got a complaint against a company, we made the union the correspondent.

We have yet reached a comfortable skill level in such areas as recruitment, selection procedures, job placement, job design, career ladder development, position descriptions, organizational structure, objective total organizational planning, performance evaluation, accountability, discipline and problem identification.

You, in educational institutions, have a special set of problems. You've got hierarchies within hierarchies, autonomies which you jealously protect, and appearances which infer that you sit on the right hand of God and are, therefore, exempt from certain controls. If you cooperate with these, then you become a part of the problem which keeps minorities and women in their place.

We've spent too much time on difficulties and not enough time on what we can do about them. There are a few things you must keep in mind if you truly want a leadership position.

You must make your decisions with clarity and commitment. Know your environment; be sure that possibilities either exist or will exist commensurate with your desires and abilities. Develop long-range plans for yourself. You can't cross every "t" or dot every "i", but you need to have some idea where you're going.

You must be a risk taker. Understand nothing is given, no one is promised more than opportunity. You cannot expect any special treatment and even if you occasionally receive some, know that it will be short-lived.

You must be willing to take responsibility for your own actions. The system can only help you to the extent that you participate in it.

Prepare for the upward mobility you desire. Do not depend on the law or someone's good will to reach your goals.

Learn the politics of the organization and participate to the extent you can without compromising your principles. With women and minorities entering the work force in larger numbers, some new ways of doing things are being established, but don't come in and expect everything to change. Institutions have a love of tradition and need for it not to tumble all at once.

Be open to critical assessment.

Recognize discriminatory practices for what they are and call them to the attention of those in authority; but, there is a way of doing that without being a pain. Always try to use internal mechanisms for solving discrimination issues before turning to outside resources. Many organizations are establishing these mechanisms because they've paid out back pay and even in-front pay and not much has changed inside. They're trying to institute new mechanisms; if your organizations don't have them, see what you can do to help establish them. It will be your personal contribution to affirmative action and productivity efforts.

I want to say something about productivity and profitability. If we don't pay attention to them, we can quit talking about affirmative action, because there won't be anything in which we can be affirmative. We must get a handle on these two problems which have more consequences for us than we realized.

Lastly, you must not believe you are powerless. Almost everything that is successful is set in the power arena and what we're really looking for is a piece of that power; that decision-making authority. If you believe you are powerless, indeed you are.

I may sound conservative to you. I believe that many of the barriers we face can be turned into opportunities with the proper strategies. Each system must be approached in its own context. What works in Ladysmith, does not necessarily work in Milwaukee.

Racism and sexism are real, hurtful, hateful, sinister and ugly. Even so, let's not make them the measuring stick for our own success.

I find the affirmative action targeting that the governmental agencies have done very interesting: Banking, insurance, electronic component manufacturers and higher education. The issues that have been targeted within those industries are comparable worth, sexual harassment, handicapped and sex. Certainly some of your concerns/needs fall within those categories.

Usually one of our major problems is no records and one of the things we help people learn is how to keep good records; what ought to go into them, where to keep them and for how long, etc.

LEADERSHIP OPPORTUNITIES IN VTAE

Christine Nickel, Director
Program Accountability
WBVTAE

What are leadership opportunities?

There are many areas in which one can provide leadership; what kind are you interested in?

- Manage program area
- Direct program or discipline
- Manage finance
- Work in political arena
- Work with innovative programs
- Manage a major thrust
  Example: Instructional Services, Adult Education
- Do planning, evaluation, research

Where are vocational education opportunities?

Within the Next Five Years: At the District Level:

Director - 2 open now, 5 projected
Assistant Director - Instructional Services - 4 or 5
Division Heads - Disciplines - 3 to 5, or more

At the State Level:

Deputy Director - Now Projected
Bureau Director - 2 (out of 6)

How do we get there?

Academic preparation
Occupational experiences
→ We must be able to compete.

"... Barriers that kept women out of many jobs in the past have fallen, and many of the most harmful myths about women's capabilities have been laid to rest.....Furthermore, access to education and training is no longer limited to the young, so it is never too late to go back to school to learn new skills or get the academic qualifications needed to find a new job and start a new phase of life."

Women and minorities have made some progress; efforts must continue.

Personal preparation: To be available and competitive you must:

- Make yourself known
- Look the part of what you want to be, have confidence
- Act the part
- Speak the part -- improve vocabulary
  -- get public speaking training
  -- be prepared to speak
- Sell yourself
- Know how to sell your ideas
- Be a risk taker; be open to change
- Learn rules of survival immediately
- Know how to conserve your energy
- Don't underestimate the value of specializing
- Be well-informed
- Develop credibility
- Learn to be flexible in your world view
- Don't become so attached to job or boss that you can't detach yourself and change jobs

(From Mary Beth Kuester)

<u>How to acquire power</u>:

We can, and must, get rid of "powerless" behavior and the characteristics of being controlled by others. Eleanor Roosevelt said "No one can make you feel powerless unless you let them."

Powerful persons are often described as:

- aggressive (?)
- cold (?)
- competitive
- independent
- active
- task-oriented
- intellectual

To acquire power:

- Establish relationships - Give colleagues relevant information
  Share mail
  Experiences; establish a trading process

- Obtain information - learn to control information,
  be interested in and understand finance,
  data processing

- Gain knowledge of tangible resources: Budget
  Buildings
  People

Serve on committees, task forces at national, state and district levels.

Let the right people know your goals.

Be ready to move: apply for jobs,
participate in interviews,
accept refusals, but keep trying.

Traps to avoid:

- Letting compassion destroy efficiency
- Feeling "everybody must like me"
- Looking too deeply into things for hidden meanings

RACIAL AND SEXUAL HARASSMENT

Richard Harris
Affirmative Action Officer
VTAE District Four

Claudine Roehman, Director
Affirmative Action
State of Wisconsin

Myths that make victim feel guilty:

- sexual harassment is not a serious problem, affects only a few
- Women invite sexual harassment by behavior/dress
- Minority women are "special"
- It is harmless: Women have no sense of humor.
- A firm NO will discourage any man.
- Women who are sexually harassed and stay on the job are either masochistic or they really enjoy it.

Key to legality is linked to employment:

1) employment
   - co-workers
   - boss
2) treatment must be different for men and women
3) Governor's Executive Order No. 63
   Mayor Skornika's Procedural Memorandum, No. 3-29.

Prevention best tool:

1) seven steps for supervisors
2) four major steps for employers
   -written policy
   -workable mechanism
   -communicate
   -investigate, discipline (prompt, fair)

BARRIERS

AND

RECOMMENDATIONS

Generated from Small Group Discussions on Day 2

BARRIERS TO UPWARD MOBILITY IN THE VTAE SYSTEM

1. Women and minorities are often in short term, federally funded, special project position which do not have potential for movement into permanent positions.

2. Those with permanent positions have often been hired in response to affirmative action goals and, therefore, fit into the "last hired, first fired" category. Lacking seniority, they are also more vulnerable to "bumping."

3. Low expectations of success for minorities and women on the part of top administrators limit their potential for management positions.

4. Pre-selection of candidates, usually white males who have been "groomed," for job openings.

5. Poor self-image of women and minorities, arising from internalized societal stereotypes.

6. Lack of job-seeking skills.

7. Lack of information: within the institution, between the institutions and the state, and about the system within the system.

8. Lack of awareness and concern about race/sex equity issues at all levels within the institutions.

9. Lack of knowledge and misinterpretation of affirmative action procedures; a view of affirmative action as numbers, rather than attitude, leading to tokenism.

10. Affirmative action officers who are poorly qualified and/or have full-time responsibilities in other areas.

11. Lack of union involvement in affirmative action.

12. "Queen Bee Syndrome: which prevents minorities and women who have made it into administrative positions from helping others up the ladder.

13. Limited in-service opportunities concerned with upward mobility for support staff.

14. Lack of State Board authority over district hiring practices.

15. Lack of top administrators at this conference.

Individual Actions:

1. Become very knowledgeable about your institution; read its self-studies, North Central accreditation reports, affirmative action plans, master plans, budget, etc.

2 Develop a career plan and let people within the institution know what you want; ask for assignments which will help you gain more experience in relevant areas; know certification and skill requirements for jobs you aspire to.

3. Upgrade yourself with continuing education courses and new responsibilities, especially in the fiscal/budgetary, data processing and supervisory areas.

4. Find a sponsor or mentor; develop a network of strong people who are willing to share information and skills with you.

5. Become visible: write grant proposals to bring money to your program/institution, set forth your ideas in position papers, recommendations, suggestions at staff meetings, etc.

6. Press for more relevant in-services, dealing with upward mobility, and utilize them.

7. Help strengthen organizing activities of minorities and women, pushing for more equity within the system; use WAVAE as avenue of change.

8. Help provide role models for other women and minorities with aspirations within system, especially support staff.

9. Make unions more aware of affirmative action.

10. Alert others to jobs for which they are qualified.

11. Develop coalitions.

District Actions

1. Conduct extensive training for staff and administrators in human relations, affirmative action, and civil rights laws.

2. Appoint a full-time, qualified, affirmative action officer who would receive training from the State Affirmative Action Officer and provide compliance training for district staff.

3. Develop an affirmative action, or equity committee, with broad representation within the district. This committee would disseminate information to staff on a regular basis; develop a plan of action to increase the number of minority women, men, and non-minority women in leadership positions; and, assess districts' efforts.

4. Appoint a good representation of minority women and men and non-minority women to key district committees and task forces. (Beginning to be implemented.)

5. Provide professional development training in areas which will enable women and minorities to move into leadership/ administrative positions. In addition to basic administrative and leadership skill training, areas would include: Career plan development, job-seeking skills, training, self-development, development of support systems, dealing with racism, sexism, sexual harassment, burnout, and job analysis.

6. Establish policies vis-a-vis equal pay for jobs of comparable worth.

7. Make documents relevant to sex-equity (enrollment and budget data, affirmative action plans, etc.) easily accessible in district library.

8. Commit funds for released time for classes, staff development, in-services, and special programs relevant to equity issues.

9. Commit funds to maintain previously federally financed positions concerned with equity and for more staff to oversee compliance with OCR and EEOC guidelines.

10. Improve information flow on available jobs within institution.

11. Support need for change agents among staff and students.

12. Commit funds to strengthen counseling and support services for those interested in upward mobility.

State Agency Actions

1. Develop a statewide program, supported by the districts, which "grooms" women and minorities for leadership positions. The program would include career planning/goal setting, strategies and skills. (In beginning stages of implementation.)

2. Appoint a broad-based state level advisory committee on minorities and women, not appointed by districts. A Standing Committee, appointed by the State Director, will be established in 1981-82.

3. Establish and publish a quarterly affirmative action newsletter which would include reports from state affirmative action committee meetings and affirmative action data from districts. Disseminate broadly. (On hold)

4. Develop a directory which describes:

   a. career ladders in the system
   b. specific skills and credentials required for various positions
   c. what to look for when seeking and taking a job in the VTAE system (on hold until time permits)

5. Issue strong statements on both affirmative action and sexual harassment and publicize widely including presentations to State Board, District Boards Association and to District Directors. (Will accompany announcement of Standing Committee to be established in 1981-82.)

6. Make information on law and complaint procedure for both accessible. (On-going)

7. Hold a Breakthrough Conference in 1982. (Scheduled for March 2-3, 1982)

8. Encourage development of district and regional workshops to build support systems within districts/regions, provide career planning/goal setting information and provide forum for information/experience sharing between administrators, women and minorities. (on hold)

9. The State Board should take a strong position with districts making slow strides with representative women and minorities on staff, boards, and committees.

10. Develop a policy which makes the approval of key state agency committees and task forces dependent on a balanced representation of females and males, minority and non-minority.

SUMMARY OF CONFERENCE EVALUATIONS

CONFERENCE EVALUATION*
Breakthrough

1. Were the objectives of the meeting achieved?

Objective 1:

To provide information on how to become an effective leader/administrator.

Yes	Somewhat	No
19	4	0

Objective 2:

To provide information on racism and sexism as they relate to leadership opportunities in vocational education.

Yes	Somewhat	No
16	7	0

Objective 3:

To enable participants to generate a list of strategies which need to be undertaken by individuals, districts and the State Board to increase the number of minority women and men and non-minority women in leadership positions in vocational education.

Yes	Somewhat	No
23	1	0

2. What was your overall impression of the workshop?

Poor	Fair	Very Good	VG+	Excellent
0	0	10	2	11

Comments: Summary

- Speakers and facilitation were excellent
- Much needed conference.
- Managed in a participatory way - effort to solicit
- ideas and suggestions.
- Appreciated the opportunity to identify barriers and solutions.
- Content, motivation, etc., provided.

3. What were the strengths of the conference?

- outstanding presenters and facilitators
- small group and larger group interactions
- received information that could be applied to their situation
- exposure to other minorities and women
- well-planned
- some speakers from outside of education
- opportunity to speak with Dr. Sorensen

4. What were the weaknesses of the conference?

- Limited number of districts represented
- Lack of Administrators and Counselors present
- Conference information did not reach many districts' staff members

5. Were you provided adequate opportunity to respond and ask questions?

24 Yes 0 No

6. How did you find out about the conference?

Supervisor - 4
Women's Bureau - 1
Direct Mailing - 7
State Board Consultant - 1
AAO - 4
District circulation - 5
District Director - 2

7. How could a conference like this be publicized more effectively?

- more information to supervisors
- utilize District Newsletters
- utilize District AAO's and AA Committees
- announce in WAVAE publications
- information to union, mid-management and directly to minorities and women

8. Would you recommend that a workshop similar to this be held next year?

all Yes 0 No

9. What additional topics would you like to see offered at another conference?

- Follow-up status of this year's recommendations
- Problems and concerns of displaced homemakers
- Affirmative Action law
- Role of unions in Sex Equity
- Handicapped persons and topics

10. Which of the workshop topics would you eliminate?

None

*Twenty-three of the 44 participants filled out evaluations; many of those who did not fill out evaluations left at noon of the second day, before the end of the conference.

BREAKTHROUGH II - Agenda

Following up on Breakthrough I, this conference focuses on personal and system strategies which will facilitate the advancement of minorities, women, handicapped persons, and all other persons aspiring to leadership positions in vocational education.

The conference is sponsored by the Wisconsin Board of Vocational, Technical and Adult Education. The date is March 2-3, 1982, in Madison, Wisconsin at the Inn on the Park.

Goals

1. To determine the progress made since the first Breakthrough Conference held in May, 1981.

2. To gain personal and professional insights which will be useful in achieving and maintaining leadership positions in vocational education.

3. To identify specific ways and means whereby minorities, women, and handicapped persons can enter into leadership positions in the VTAE system.

Objectives

1. To provide participants with an opportunity to share their ideas and concerns relative to the pursuit of leadership positions.

2. To identify personal and system strategies for the advancement of minorities, women and handicapped persons aspiring to leadership positions in vocational education.

3. To assist participants with developing realistic leadership objectives.

Tuesday, March 2, 1982

9:00 - 10:00 a.m.	Registration
10:00 - 10:30 a.m.	Welcome, Introduction and Opening Remarks Darl Drummond and Mary Thompson
10:30 - 11:15 a.m.	Review Breakthrough Activities Since May 5-6, 1981 From the Wisconsin Board Level From the VTAE District Level From the Individual Level
11:15 - 12:00 noon	Participant Discussion: Needs, Concerns, and Issues
12:00 - 2:00 p.m.	Luncheon Speaker: Dr. Parnell Hayes Hewing Topic: Ways Whereby Aspiring Leaders Can Cope With New Stresses

2:00 - 3:00 p.m. Breakthrough Sessions (4)

- Small group discussions which follow-up on needs, concerns, and issues identified during the morning session.
- Participants will develop action strategies

3:00 - 3:15 p.m. Break

3:15 - 4:30 p.m. Review Outcome of Breakthrough Sessions
Review the Day's Outcomes

Wednesday, March 3, 1982

9:00 - 10:00 a.m. General Session
Speaker: To Be Announced
Topic: Affirmative Action

10:00 - 10:15 a.m. Break

10:15 - 11:15 a.m. Workshops (4)
Topics: (Attend One)

- How to Become A Better Manager
- How to Strengthen Affirmative Action Efforts
- Developing Professional Savvy

11:15 - 12:15 p.m. Workshops Continued: (Attend One)

12:15 - 1:45 p.m. Luncheon Planning Session

2:00 - 3:00 p.m. Wrap-Up/Evaluation